

THE IMPLEMENTATION OF THE ROUND ROBIN TECHNIQUE WITH PEER FEEDBACK TO IMPROVE GRADE 11 SCIENCE-TRACK STUDENTS' SPEAKING SKILLS [PENERAPAN TEKNIK *ROUND ROBIN* DENGAN UMPAN BALIK SEBAYA DALAM MENINGKATKAN KETRAMPILAN BERBICARA SISWA KELAS XI IPA]

Natalie Chito Mayuni¹, Dylmoon Hidayat²

¹Sekolah Palembang Harapan, Palembang, SUMATERA SELATAN

²Universitas Pelita Harapan, Tangerang, BANTEN

Correspondence email: dylmoon.hidayat@uph.edu

ABSTRACT

Based on teaching observation, some students were not able to orally deliver their ideas in English class. One of the reasons is because the students are not getting enough exposure to speaking in English during the class. The aim of this research is to improve students' speaking skills through the implementation of the Round Robin Technique with peer feedback. The research is a Classroom Action Research (CAR) of Pelton's conducted at Sekolah Palembang Harapan, Palembang. The subject of the research is seven students who are not able to orally deliver their ideas in English class. The instruments used are mentor feedback, students' questionnaire, speaking rubric, mentor observation sheet, and mentor checklist. The result showed that by applying the Round Robin Technique with peer feedback, their speaking skills are improved. There are some aspects that should be considered when implementing the Round Robin Technique with peer feedback such as the setting of the group, roles of each group member, time given, and the explanation of the materials.

Keywords: classroom action research, speaking skills, Round Robin technique

ABSTRAK

Berdasarkan hasil observasi dalam mengajar, beberapa siswa tidak mampu untuk menyampaikan gagasan mereka secara oral dalam kelas Bahasa Inggris. Salah satu alasannya adalah karena siswa-siswa tersebut tidak mendapatkan paparan yang cukup untuk berbicara dalam Bahasa Inggris selama pembelajaran. Tujuan dari penelitian ini adalah untuk meningkatkan keterampilan berbicara siswa melalui penerapan Teknik Round Robin dengan umpan balik teman sejawat. Penelitian ini adalah sebuah Penelitian Tindakan Kelas (PTK) model Pelton, terlaksana di Sekolah Palembang Harapan, Palembang. Subyek dari penelitian ini adalah tujuh siswa yang tidak mampu untuk menyampaikan gagasannya dalam kelas Bahasa Inggris. Instrumen yang digunakan adalah umpan balik mentor, angket siswa, rubrik penilaian keterampilan berbicara, lembar observasi mentor, dan lembar ceklis mentor. Hasil penelitian menunjukkan bahwa dengan menerapkan Teknik Round Robin dengan umpan balik teman sejawat, keterampilan berbicara siswa meningkat. Terdapat beberapa aspek yang harus dipertimbangkan dalam penerapan Teknik Round Robin dengan umpan balik teman sejawat seperti pengaturan kelompok, peran dari setiap anggota kelompok, waktu yang diberikan, dan penjelasan materi.

Kata Kunci: penelitian tindakan kelas, keterampilan berbicara, teknik Round Robin

Introduction

The ideal condition of communication skill for students at grade 11 science-track is that the students should participate effectively in a range of collaborative discussions with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. However, based on the observation done by the researcher in Sekolah Palembang Harapan during the English class, it

was found that the students could do well in the written test, the listening section, and reading activity, but they had problem in delivering their ideas orally, which is in the area of speaking. It disturbed the flow of the learning process which expected the students to be able to involve in the discussion and share their thought towards the topic of the literature.

The researcher gathered more information about students' speaking skill through observation and discussion with the mentor teacher. Then, it is concluded that the students were not used to English as a tool to communicate. Most of the students are still using their local language during the learning process even though the students are expected to speak in English. The students could do well in the written test, but they were having problem during the speaking activity. In this case, the students did not get enough exposure to speak in English. The students spent more time to think about what they should say if they were being asked spontaneously to give their thoughts.

The school is using English Language Art as the standard, and the main textbook used for the students is a literature book. Students are expected to not only understand the reading, but also have a deeper thought about it. Not only stop at that point, but then the students are also expected to actively involve by giving their thought and reflecting on the values they got from the text in a written or oral form. Moreover, as one of the skills that should be achieved by the students based on the school's curriculum framework, students' communication skill should be improved. One way to improve students' speaking skill is through cooperative learning. According to Kagan & Kagan (2009), cooperative learning emphasizes basic social skills as well as skills necessary for academic success. Based on the students' need, the researcher chose the Round Robin Technique as a part of cooperative learning to improve students' speaking skill. By using this technique, each student could get the same amount of time to speak and then could get the feedback from their group.

According to the observation through the learning process and the speaking practice during the class, there are several students who did not involve actively. It is also supported by the speaking formative given by the teacher. Based on the result, could be seen that the students need to improve their speaking skill. Although, there are several

students who could master the speaking and could give feedback to their friends. Therefore, the researcher decided to apply the Round Robin Technique to improve grade 11 science-track students communication skill in the area of speaking.

Speaking Skill

Speaking is a part of language to communicate. As God Himself communicated, human as the image of God also get the ability to communicate. Poythress (2009, p. 17) stated that God's Trinitarian character is the deepest starting point to understand Language. Consciously or unconsciously, people use speech to create their images (Luoma, 2008). Therefore, through speaking human reflects God as the creator of language. Speaking, listening, reading, writing are four modes of language (Haynes, 2010, p. 132). According to Nunan (2003, p. 48), those modes of language are divided into productive (speaking and writing) and receptive language (listening and reading). Students' speaking skill refers to the speaking measurement which contains some of the components elaborated from students' skill including their accent, grammar, vocabulary, fluency, and comprehension (Hudges, 2003).

According to Al-Tamimi & Attamimi (2014), speaking is "the ability to express something in a spoken language." Nunan (2003, p. 48) also explained that "speaking is a productive oral skill which contains systematic verbal utterances to deliver meaning." In addition, based on Nasir (2018), speaking is "to say something from feeling and mind expressed through the sequence of sound, word, and sentence." Therefore, based on those three experts, the researcher concludes that speaking skill is a skill to put thoughts into spoken words so that people can understand and get the meaning delivered by the speaker. Speaking as a productive language somehow is not easy to be used.

Mastering speaking is challenging because a powerful effort is needed, and it happens in real time (Fauzan, 2016). Many learners struggling to orally express themselves in the target language even after many years of studying English because they lack necessary knowledge (Tuan & Mai, 2015). Moreover, Derakhshan, Khalili & Beheshti (2016)

also stated that “speaking is a high risking activity that creates anxiety and causes learners worry about losing face”. However, Speaking helps learners to develop their vocabulary, grammar, writing, and also helps them to express their emotion and ideas as the function of language (Leong & Ahmadi, 2017). Meinawati, Harmoko, Rahmah, & Dewi (2020) showed one way to increase students' speaking skill is through the use of YouTube.

There are six categories which used to score a speaking overall performance, which are grammar, vocabulary, comprehension, fluency, pronunciation, and task (accomplishing the objective of the elicited task) (Brown, 2004, p. 157). Based on Linse & Nunan (2005, p. 149), there are five areas which should be observed to measure students' oral language, which are:

1. Comprehension – understands normal classroom discussion.
2. Fluency – speech is fluent and effortless.
3. Vocabulary – use of vocabulary approximate that of native speaker.
4. Pronunciation – pronunciation and intonation approximate that of native speaker.
5. Grammar – grammar and word order approximate that of native speaker.

Hughes (2003, p. 132), views that there are 5 components used to test oral ability, which are:

1. Accent – native pronunciation.
2. Grammar – no more than two errors during the speech.
3. Vocabulary – as accurate and extensive as that of an educated native speaker.
4. Fluency – speech is smooth and effortless as a native speaker.
5. Comprehension – understands speaking context.

Based on those three experts, the researcher concluded that the indicators of students' speaking skill, are as follow:

1. Pronunciation – able to state opinion towards the topic with a clear/accurate intonation, spelling, and appropriate voice volume.
2. Fluency – able to speak smoothly with a reasonably fast speed of speaking and only a small number of pauses and verbal fillers.

3. Accuracy – able to use a variety of structures without grammatical errors.
4. Vocabulary – able to use various of vocabulary.
5. Content – able to present information in logical, structured sequence which audience can follow

Round Robin Technique

Human beings are the image of God. It means that human beings are created in His likeness and being able to maintain a relationship. Because of that, Poythress (2011, p. 18) stated human beings have capability for personal relationship including communication with others. By having that in mind, it is possible to have a kind of learning in which students work together to achieve a learning goal. Cooperative learning is one of the ways because it requires students to work together in small groups to support each other in improving their own and their friends' learning (Jolliffe, 2007, p. 2). Macpherson (2015, p. 1) also stated that "cooperative learning is part of a group of teaching/learning techniques where students interact with each other to acquire and practice the elements of a subject matter and to meet common learning goals." There are some variations of cooperative learning, one of it called Round Robin Technique.

Round Robin is a method which partly rooted with nominal group technique (NGT), in which the participants individually generate ideas, a facilitator records all the group members' ideas, the participants discuss the ideas, then rate and rank the ideas, then the group decides the priority ordering of the ideas. According to Khodareza & Taheri (2015), Round Robin Technique is a group activity in which each group consists of 4 to 6 students with a recorder to answer an open-ended question through the thinking time, before each student shares their thoughts in a specific time given. Kagan & Kagan (2009, p. xii) stated that Round Robin is a cooperative learning which is useful to improve student's team building, social skills, communication skills, knowledge building, thinking skills, and processing information by implementing all the procedures. Therefore, the researcher concludes that Round Robin Technique is a group sharing activity, in which each student take turn to share their thought in a specific time given while the other group members listen. Based on the latest research, the use of cooperative

Round Robin can improve students' holistic ability, including students' presentation skill (Asari, Ma'rifah, & Arifani, 2017). Alrayah (2018) stated that "the use of a Round Robin structure not only gives each person an equal chance to create an idea, it also hinders evaluative talk during the process". Therefore, to overcome that speaking problem, the researcher chose to use Round Robin Technique.

Peer feedback is used when a student start to speak during the speaking time in Round Robin technique. Johnstone, McCullough, & Haman (2011, p. 28) stated that receiving feedback of speaking from classmates and teacher is one of the most helpful way to improve. By having this kind of peer evaluation, students be more aware of their learning goals and learn through evaluation from one another (Luoma, 2008, p. 189). In conclusion, peer feedback is used during the Round Robin Technique to help students improve their speaking skill through the feedback given by their friends after the speaking time.

Research Method

This research used Classroom Action Research (CAR) method through Pelton's Model. Nixon (1981 as cited in Verma, Mallick, & Neasham, 2005) said that CAR is an intellectually demanding inquiry mode, which requires teachers' willingness to learn about their classrooms, and a desire to professionally develop themselves. Kemmis & Stake (1988 as cited in Verma, Mallick, & Neasham, 2005) also views that CAR is a form of self-evaluation used by teachers and the members of school communities which focus on the improvement of educational practices, understandings, and the situations in which teachers practice'. It is an organized, proven, and reliable process for ensuring that the data resources can be used to evolve into the high-quality educator that your students need and deserve (Pelton, 2010).

Based on those definitions, CAR is an action of doing something to improve the educational practices in the classroom to achieve a better learning by using the authentic data from the students and supported by certain ways of teaching, in which fit the students' characteristics and needs through the self-reflection process. After the class, the researcher took times to make a self-reflection about the learning process. Through this process, the researcher could see the strengths and the weaknesses

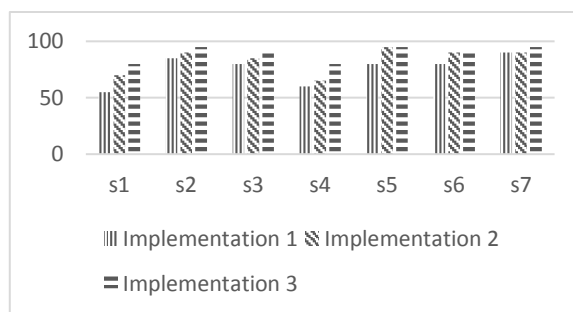
of the learning, then could take further action about it and observe the progress that the students made.

There are five steps of CAR, which are issue identification, data collection, action planning, plan activation, and outcome assessment (Pelton, 2010). This research was done in three cycles. The first cycle was used to see the application of the Round Robin Technique in improving grade 11 science-track students' communication skill in the area of speaking, the second cycle was to improve the first cycle by adding peer feedback for the students, and the third cycle was used to see the consistency of the improvement.

Analysis of Round Robin Implementation

The researcher and the mentor teacher agreed that all the procedures of Round Robin Technique had been applied in the first until third implementation. In the first indicator, students were divided into three groups consist of four students and a group consist of five students. In the second and third indicator, the researcher already explained the materials and activity used. In the fourth indicator, the researcher gave the students question. In the fifth indicator, the students were given time to think before speaking. In the sixth indicator, the students were speaking because they knew the answer of the question and got enough time to think. In the last indicator, some of the group did not present their best idea. They seemed to speak not focus.

Analysis of Students' Speaking Skill



Above is the result of students' speaking skill after the implementation of Round Robin Technique with peer feedback. In the

first implementation, S1 and S4 could not achieve the standard, while the other students could achieve the standard.

It could happen because not all the students use the time to speak and the students were just listening to their friends. In the first implementation, as it is explained in the researcher's journal reflection (Appendix D- 1), there should be something else added to the technique to maximize it. In this case, the researcher added peer feedback because Johnstone, McCullough, & Haman (2011, p. 28) stated that receiving feedback of speaking from classmates and teacher is one of the most helpful way to improve. By having this kind of peer evaluation, students be more aware of their learning goals and learn through evaluation from one another (Luoma, 2008, p. 189).

In the second implementation, S1 could improve and could achieve the standard. S4 improved, but still did not achieve the standard, and S7 did not make improvement, but the other students could improve their speaking skill. It could happen because in the second implementation, the given feedback was not detail and the students still need more example to work on the peer feedback. In the third implementation, S5 and S6 were being consistent and the rest of the students were improved and could achieve the standard. It could happen because the students were given more explanation and example about how to give feedback for their friends' speaking skill and given additional time to think about the given topic.

Conclusion

The implementation of Round Robin Technique can be used to improve grade 11 science-track student's communication skill in the area of speaking. Based on the speaking rubric result, all the students can pass the passing grade and improve their speaking skill after the third implementation of Round Robin Technique with peer feedback.

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